



Great Public Schools for Every Student

Education Support Professionals: Cultural Competence

The Education Support Professional (ESP) examines their own cultural context, understands the cultural contexts of others, and interacts across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability).

Key Method

A five-step inquiry learning cycle will help you demonstrate cultural competence that connects to your students and their communities. It is through self-assessment, analysis, and reflection that you can learn about yourself as a professional: one who respects diversity, positively influences others, and plans for evidence-based growth in accordance with the Cultural Competence Standard of the *ESP Professional Growth Continuum*.

Method Components

Increasingly, professions are establishing guiding principles that provide a blueprint for cultural competence knowledge and practice, including valuing diversity, harnessing your own culture as a change agent, and working collaboratively with diverse groups. Whether or not you realize it, you make daily decisions that affect the cultural competence of others as well as the culture and mission of public education. Others entrust you to optimize the potential of diversity and inclusivity to ensure equitable teaching and learning conditions.

Together, the Whole Student Model and the inquiry learning cycle described below provide you with a self-guided, professional growth roadmap to the Cultural Competence Standard.

Components of Using the ESP Professional Growth Continuum's Cultural Competence Standard

- Identify key indicators and descriptors around cultural competence knowledge and practice, valuing diversity, including your own culture, as a tool for accessing those of others, and working collaboratively with others.
- Consider how cultural competence supports the whole student.
- Determine your own level of cultural competence practice by studying the standard closely to understand the specific knowledge, skills, and dispositions required, and how they change from one level to the next.
- Identify areas for growth in cultural competence that will benefit you (professionally), others, and your career family.

- Generate and execute a plan to facilitate growth in line with the Cultural Competence Standard.

The Whole Student Model

The five tenets of the Whole Student Model parallel Maslow’s hierarchy of needs by describing the relationship between the well-being of students and their readiness to learn. Students cannot learn unless they are first healthy and safe, and they are more likely to learn when educators engage, support, and challenge them. The tenets should guide and inform your cultural competence.

The Inquiry Learning Cycle (your learning journey)

Graphic of an Inquiry-Based Learning Cycle:



Know the Cultural Competence Standard

- Learn about the standard’s indicators and descriptors in relation to what you should know and be able to do regarding cultural competence in your career family role.
- Study the standard (see the “Professional Growth Planning Tool” or “PGC Self-Assessment” in the Resources section). Own the knowledge, skills, and dispositions that characterize your own cultural competence, that of those around you, and that of others within your career family.

Know Yourself

- Knowing where you currently fall on the professional growth continuum and being able to describe your practice around cultural competence is a critical first step to intentional growth in the standard.
- Knowing the students you serve and their needs will ground your work in the importance of the Cultural Competence Standard.
- You also need to understand why you do what you do and identify the needs behind the decisions you make.

Set a Growth Goal

- Setting goals that are rooted in the details of the Cultural Competence Standard will assist you in maximizing your potential to help the whole student.
- Comparing what you know about cultural competence with what you know about yourself and the needs of your students around this standard will help you develop a professional vision that will enhance your passion and benefit your students.



See the following link for more detail:

<https://docs.google.com/presentation/d/1oUQX2OIOp0eElqt1pfUKA3Qxp2zSolWIKzgOS1dei48/edit?usp=sharing>

The Why (your passion or purpose) ⇔ **The What** (the standard's continuum)

+

The How (inquiry cycle - building your knowledge)

⇕

Whole Student

+

You

Role Model (RM)/Leader (L)/Mentor (M)

Follow Your Cultural Competence Growth Plan

Designing and implementing a cultural competence growth plan will help you gain the knowledge, skills, and dispositions you need to develop and strengthen your professional practice. When designing a plan, make sure to include the following to ensure your plan moves you forward:

- Steps you will take
- Resources you will tap into (what does your association offer?)
- Timelines you will meet
- Milestones or check-ins on your progress.

Reflect

Reflecting on what you have learned about yourself, the Whole Student Model, and the Cultural Competence Standard will cement your learning. In turn, what you have learned will help you make plans for continued growth. Reflection is both the final step in the inquiry learning cycle and micro-credential submission and a habit of continuous improvement.

Supporting Research

Armstrong, Patricia. (2018). Bloom's Taxonomy. Nashville, TN: Vanderbilt University.
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development* (research brief). Palo Alto, CA: Learning Policy Institute.
<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>

Hodges, T., Clifton, D. (2004). *Strengths-Based Development in Practice*. Omaha, NE. The Gallup Organization.
<https://www.weber.edu/WSUIimages/leadership/docs/sq/development-in-practice.pdf>

Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health. (2014). Alexandria, VA: ASCD.
<http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsccl-a-collaborative-approach.pdf>

Resources

Education Support Professionals: Professional Growth Continuum (PGC)
<https://www.nea.org/professional-excellence/professional-learning/esps/continuum>

PGC—Professional Growth Planning Tool
https://docs.google.com/document/d/1nYaaOCHtiQiy8_ehCjX6iyblY3zeX7torlm00gKJevw/edit?usp=sharing

Professional Growth Continuum (PGC) Self-Assessment
<https://www.nea.org/sites/default/files/2020-06/ESP-PGC-Assessment-Guide.pdf>

Simon Sinek—“Start With Why”—TED Talk
<https://www.youtube.com/watch?v=IPYeCltXpxw>

Michael Jr. —“Know Your Why”—YouTube
<https://www.Youtube.com/watch?v=1ytFB8TrkTo>

Blog Post—“Improving Schools: Why Do You Do What You Do?”
<http://inservice.ascd.org/improving-schools-why-do-you-do-what-you-do/>

ESP: Meeting the Needs of the Whole Student <https://www.nea.org/sites/default/files/2020-07/Education%20Support%20Professionals-Meeting%20the%20Needs%20of%20the%20Whole%20Student.pdf>

ESP Quality’s PowerPoint on Maslow’s Hierarchy of Needs and Whole Child
https://docs.google.com/presentation/d/1M7X0kflJHOzvg_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing

Self-Reflection and Professional Growth Planning
<https://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient score for all components in Part 2.

Part 1. Overview Questions

250 - 350 words

Please answer the contextual questions below to help our reviewer understand your current situation. Do not include any information that will identify you or others.

1. List your ESP career family, specific position, and number of years working in education.
2. Describe your school/work site's level (healthy, safe, engaged, supported, or challenged) in terms of meeting the needs of the whole student. Explain your choice with the type of specific detail found in the diagram.

- **Passing:** Responses answer each question in full and include specific examples that clearly illustrate intentional use of the standard and the Whole Student Model. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.* To complete the evidence listed below, you will need to use the Inquiry Learning Cycle and the PGC Professional Growth Planning Tool **or** PGC Self-Assessment (both in the Resources section).

Artifact 1: Professional Vision Statement

(250–350 words)

Using specific details from both the Whole Student Model and the Cultural Competence Standard (see Resources section), create a professional vision statement that makes a case for pursuing growth in this standard. Make sure your statement includes all of the following:

- Why you do the work of an ESP
- Why you want to grow in *this* standard and what specifically is in the standard that ignites passion for your work (see indicators—knowledge, skills, and dispositions)
- How the inquiry learning cycle will support you in meeting your goals.

Artifact 2: Professional Growth Plan

Create and execute a professional growth plan template (you may use one of the templates in the Resources section, or create your own) that helps you learn about yourself and the standard. Include each of the steps described below.

- Analyze and dissect the Cultural Competence Standard.
- Identify your level of practice in the standard as you start your growth plan.
- Establish growth goals:
 - Identify growth goals (aligned to the indicators);
 - Identify any professional role aspirations: Role Model (RM), Mentor (M), or Leader (L).
- Describe how your growth action steps contribute to the learning environment.

Artifact 3: Documentation of Cultural Competence

Provide one piece of documentation (review the descriptors for your career family to identify possible examples) from your daily work. It should show your cultural competence knowledge and practice—for example: valuing diversity, harnessing your own culture as a change agent, and/or working collaboratively with diverse groups in support of a safe, productive, and positive learning environment for students, staff, and/or community.

null

Proficient

Basic

Developing

null	Proficient	Basic	Developing
Artifact 1: Professional Vision Statement	<p>Clearly defines a professional vision around the Whole Student Model and Cultural Competence Standard that includes why growth in cultural competence is desired</p> <p>Includes specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p>Explains how the inquiry cycle will guide professional growth</p>	<p>Generally defines a professional vision around the Whole Student Model and Cultural Competence Standard but is unclear on why growth in cultural competence is desired</p> <p>Lacks specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p>Is unclear about how the inquiry cycle will guide professional growth</p>	<p>Does not define a professional vision around the Whole Student Model and Cultural Competence Standard Does not explain why growth in cultural competence is desired</p> <p>Does not include specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p>Does not address how the inquiry cycle will guide professional growth</p>

null	Proficient	Basic	Developing
Artifact 2: Professional Growth Plan	Designed and fully executed a professional growth plan with 2–3 growth goals clearly rooted in the indicators and descriptors of the Cultural Competence Standard	Designed and partially executed a professional growth plan with 1–2 growth goals vaguely rooted in the indicators and descriptors of the Cultural Competence Standard	Did not design or execute a professional growth plan with growth goals rooted in the indicators and or descriptors of the Cultural Competence Standard
	Clearly indicates role aspirations: Role Model (RM), Mentor (M), or Leader (L)	Implies role aspirations: Role Model (RM), Mentor (M), or Leader (L)	Does not indicate role aspirations: Role Model (RM), Mentor (M), or Leader (L)
	Both starting and ending levels of practice are identified and justified with specific details from daily work	Starting and/or ending levels of practice are generally identified but there is a lack of specific detail from daily work	Starting and/or ending levels of practice are not identified and/or no specific details from daily work are provided
	Action steps are specific and there is evidence of their execution	Action steps are too broad and there is little evidence of their execution	Action steps are not evident and there is little or no evidence of their execution
	Reflection clearly addresses each goal	Reflection is lacking detail and/or does not address each goal	Reflection is absent and/or lacks goal detail

Artifact 3: Completed Incident Report or Other Reporting Tool	Proficient	Basic	Developing
	Documentation clearly demonstrates cultural competence knowledge and skills as defined by the standard	Documentation demonstrates some cultural competence knowledge and skills as defined by the standard	Documentation does not demonstrate cultural competence knowledge and skills as defined by the standard
	Clear evidence of examining one's own cultural context, understanding of the cultural contexts of others, and interaction across cultural contexts with sensitivity to differences	Partial evidence of examining one's own cultural context, understanding of the cultural contexts of others, and/or interaction across cultural contexts with sensitivity to differences	No evidence of examining one's own cultural context, understanding of the cultural contexts of others, or interaction across cultural contexts with sensitivity to differences
	Clear evidence of decision making that supports the cultural competence of students, staff, and/or community	Some evidence of decision making that supports the cultural competence of students, staff, and/or community	No evidence of decision making that supports the cultural competence of students, staff, and/or community

Reflection

250 - 350 words

Answer the reflective questions below. Do not include any information that will make you or others identifiable to your reviewers.

- Reflect on your growth in the Cultural Competence Standard by describing what you have learned about your practice through the inquiry cycle. Be sure to identify your level of competence (Foundational, Proficient, or Advanced/Mastery) before following a professional growth plan, as well as your level after following your plan. Use your Professional Vision and Professional Growth Plan to guide your response.
 - How does your growth in the standard impact students?
 - Identify your next steps for continued growth and leadership in the standard.
- **Passing:** Responses clearly and completely answer all aspects of each question and include personal examples and supporting evidence that clearly illustrate intentional use of the standard and the Whole Student Model. Writing is organized and easy to understand. ESP supports claims with specific examples of next steps taken from personal or work-related experiences.



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